Parental involvement Policy

Policy statement

Binfield Preschool believes that children benefit most from their early years education and the care provided by their setting when parents and settings work together in partnership.

The Preschool’s aim is to support parents as their child(ren)'s first and most important educators by involving them in their child(ren)'s education and in the full life of the setting.

We recognise that even though some parents do not visit the setting very often, such as a parent who is the main breadwinner or a parent who lives apart from his/her child(ren), they still play an important part in the child’s life. In carrying out the following procedures, we ensure that all parents are included.

When we refer to ‘parents’, we mean both mothers and fathers. This includes, natural or birth parents, stepparents, parents who do not live with their children but have contact with them and play a part in their lives, same sex parents and foster parents.

The Children Act (1989) defines parental responsibility as ‘all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property’. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication Safeguarding Children.)

Procedures

- Parents are always made to feel welcome at Binfield Preschool and we have an open-door policy that allows parents to visit, stay and play or volunteer at any time
- We make every effort to accommodate parents who have a disability or impairment
- We meet with parents on a regular basis to discuss concerns, keep-up-to-date on the needs of a child, update parents on a child’s progress/development and to support families
- We inform all parents about how the setting is run and its policies, and provide access to written information that we feel would benefit families
- Information about a child and his/her family is kept confidential within the setting. The exception to this is where there is reason to believe that a child may be suffering from, or is likely to suffer, significant harm, or where there are concerns regarding a child’s development that need to be shared with another agency. We will seek parental permission, unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure
We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing, and take photographs for the purposes of record keeping.

The expectations that we make on parents are made clear at the point of registration.

We make clear our expectation that parents will settle their child when they first start at the Preschool, according to an agreed plan.

We seek parents’ views and suggestions regarding any changes to the delivery of our service.

We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it. We also encourage parents to join the committee so that we can better support our families and they can actively contribute to the running of the Preschool.

We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.

Our key persons meet regularly with parents to discuss their child’s progress and to share concerns if they arise.

Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.

Where applicable, our key persons work with parents to carry out any agreed tasks where a Child Protection Plan is in place.

We involve parents in the shared record keeping about their children, either formally or informally, and ensure that parents have access to their children's written developmental records.

We provide opportunities for parents to contribute their own skills, knowledge, and interests to the activities of the setting.

We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.

We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints’ procedure.

We provide opportunities for parents to learn about the curriculum offered in the setting and about young children’s learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child’s learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children’s learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy
- Complaints procedure
- Record of complaints
- Developmental records of children
This policy was adopted by Binfield Preschool

Created on 09/08/2019

Last reviewed on 19/05/2020

Next review date 19/05/2021

Version number 4

Signed on behalf of the provider

Name of signatory Adrian Hone

Role of signatory (e.g. chair, director or owner) Chair

Other useful Early Years Alliance publications

- Complaint Investigation Record (2015)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (2013)
- The First and Foremost Series (2008)
- Playcards for the Home Environment (2016)